

WRITING AN EFFECTIVE SENIOR RATER POTENTIAL EVALUATION

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Introduction

The Senior Rater Potential Evaluation (SRPE) is a document that directly supports an acquisition workforce individual's application to a selection board. The SRPE is mandatory for individuals in the

grade of GS-13 and above or equivalent personnel demonstration broadband level who apply for consideration by a selection board for opportunities including an assignment as a product or project manager; membership in the Competitive Develop-

ment Group; and acquisition, education, training, and experience. Employees in the grade of GS-12 and below or equivalent personnel demonstration broadband level may request that their senior rater complete an SRPE. Senior raters should, when possible, complete the SRPE when such a request is made.

Many senior raters do not recognize the importance and value of the SRPE to an applicant's package. Feedback from recent boards indicates that the SRPE comments and rating have a greater influence on the board's decisionmaking process than any other document, including the individual's annual performance evaluation.

Rating Factors Form

While detailed instructions are available with the forms, the process of completing the forms is really quite simple. When completing an applicant's SRPE, senior raters also consider the potential of *all* acquisition workforce employees in the same grade as the applicant they are evaluating. The potential of the rated individual is evaluated against nine factors (AAC FORM 1A) (Figure 1). After all factors are evaluated, the total score is obtained and averaged, resulting in the overall score. This number is brought forward to the evaluation itself, Block R, Overall Potential Rating, on AAC Form 1 (Figure 2). (The conversion chart is detailed in the online instructions.)

What The Profile Says

The Senior Rater Profile, also in Block R of AAC Form 1 (Figure 2), is a

Use this guide when determining level of potential.

Enter numeric score in each box. Fractions are not allowed. Remember that you are evaluating potential, not performance.

Although allowed, try not to issue a score of N/A. Remember, you are rating potential, not performance.

Enter the sum of all scores here.

Enter the total points divided by the number of items rated. This number is transferred to Block R of AAC Form 1.

AAC FORM 1A

SENIOR RATER POTENTIAL RATING FACTORS FORM		
Date:	Rater:	SSN:
Privacy Act Statement: Section 6311 of Title 5 to the U.S. Code authorizes collection of this information. Information collected on this form will be used for statistical and impact analysis of this form as an evaluation instrument. Application criteria for some Army Acquisition Corps training and programs may require the completion and submission of this form.		
LEADERSHIP EFFECTIVENESS COMPETENCIES	LEADERSHIP EFFECTIVENESS COMPETENCY DEFINITIONS	SCORE
1 Oral Communication	Listens to others. Makes clear and effective oral presentations to individuals and groups. (Note: Use of a sign language interpreter may be appropriate for people who are deaf or hard-of-hearing.)	
2 Written Communication	Communicates effectively in writing. Reviews and critiques others' writings.	
3 Problem Solving	Recognizes and defines problems, analyzes relevant information, and encourages alternative solutions and plans to solve problems.	
4 Leadership	Demonstrates and encourages high standards of behavior. Adapts leadership style to situations and people. Empowers, motivates, and guides others.	
5 Interpersonal Skills	Considers and appropriately responds to the needs, feelings, capabilities, and interests of others. Provides feedback and treats others equitably.	
6 Self-Direction	Realistically assesses own strengths, weaknesses, and impact on others. Seeks feedback from others. Works persistently toward a goal. Demonstrates self-confidence, invests in self-development, and manages own time efficiently.	
7 Flexibility	Adapts to changes in the work environment. Effectively copes with stress.	
8 Decisiveness	Takes action and risks when needed. Makes difficult decisions when necessary.	
9 Technical Competence	Demonstrates technical proficiency and understanding of its impact in areas of responsibility.	
TOTAL POINTS =		
TOTAL POINTS DIVIDED BY NUMBER OF ITEMS RATED =		

Figure 1.

The Overall Potential Rating is transferred from AAC Form 1A, "Total Points Divided by Number of Items Rated."

What distinguishes the rated individual from the other 44 individuals under this senior rater?

AAC Form 1 (Block R)

OVERALL POTENTIAL RATING	SENIOR RATER PROFILE
1	
2	
3	
4	
5	45

Figure 2.

R.	OVERALL POTENTIAL RATING	SENIOR RATER PROFILE
	1	
	2	
	3	
	4	
	5	

AAC Form 1 (Block R)

This profile identifies the rated individual as one of three with the most **POTENTIAL** to succeed.

3
10
17

Figure 3.

critical element of the rating. This information tells the board where, among all the employees evaluated by the senior rater, the rated individual fits. A common problem is a Senior Rater Profile where all employees are rated in the *1 Block*, which indicates to the board the rated individual is one of many, all with potential at the same level. It says there is nothing extraordinary

about this specific individual; he/she is just one of the crowd. With a profile like the one in Figure 2, the senior rater has lost the ability to make his/her evaluation count.

However, a Senior Rater Profile with 3 individuals in the *1 Block* (1 of them being the applicant), 10 in the *2 Block*, and 17 in the *3 Block* (Figure 3), shows the rated individual is 1 of the 3 individuals who shows the

most potential. Another way to look at it is an individual in the top block is in the top 10 percent (3 of 30) of all the individuals this senior rater has evaluated. This rating provides the board with critical information about the applicant's potential for positions of increasing responsibility.

Bullet Comments

The Bullet Comments section (Block S of AAC Form 1) is the senior rater's opportunity to support the overall potential rating with comments that substantiate the evaluation (Figure 4).

Sending Mixed Signals

Senior raters who fail to provide boards with a clear message on an individual's potential for increased responsibilities force board members to interpret the senior rater's intent. Several examples follow.

While specific comments are at the discretion of the senior rater, the Acquisition Management Branch (AMB) at the U.S. Total Army Personnel Command (PERSCOM)

An overall rating of 1, with senior rater comments that do NOT support that overall rating, severely weakens the strength of the rating

On the surface, these comments seem appropriate, however; they address the employee's performance and do not provide the board with a clear signal as to the employee's potential.

R.	OVERALL POTENTIAL RATING	SENIOR RATER PROFILE	S. BULLET COMMENTS (potential)
	1		
	2		
	3		
	4		
	5		

AAC Form 1 (Block R)

3
10
17

AAC Form 1 (Block S)

- Good worker
- Competent employee
- Exceptional

Figure 4.

Three individuals in the top block, combined with the supporting comments, gives the board a true indication of the employee's overall potential.

Spreading the remaining employees in the profile gives a clear message about how the rated employee compares to other acquisition employees of the same grade in the organization.

This specific comment identifies where among the three in the top block this employee falls.

R. OVERALL POTENTIAL RATING

1
2
3
4
5

SENIOR RATER PROFILE

3
10
17

S. BULLET COMMENTS (potential)

- Number 1 of top three employees that I Senior Rate
- Will excel in positions of greater responsibility and authority
- Outstanding potential for SES, groom now by selecting for difficult/challenging assignments
- Has the ability to bring teams together then get the job done

AAC Form 1 (Block R) AAC Form 1 (Block S)

Figure 5.

recommends that at a minimum, senior raters quantify (Figure 5) where the individual ranks in the organization and address their potential for selection to the next board-selected schooling, promotion, or product/project manager or acquisition command.

A rating of 2 to 5 (Figure 6), with outstanding comments, causes the board to question the senior rater's

objective. Lack of clear intent by the senior rater allows the board the opportunity to interpret the senior rater's meaning. It is imperative that the senior rater use the Bullet Comments section to clearly address the applicant's potential. Although senior raters will take performance issues into consideration, it is important to note it is potential they are addressing.

An overall rating of 2 is not supported by the Bullet Comment of "My best employee." Other comments also seem inconsistent with the overall rating.

Profile indicates that employee's potential is average compared with other employees of the same grade, yet comments seem to point to an employee with exceptional potential.

R. OVERALL POTENTIAL RATING

1
2
3
4
5

SENIOR RATER PROFILE

3
10
17

S. BULLET COMMENTS (potential)

- My best employee
- Will excel in positions of greater responsibility and authority
- Outstanding potential for SES, groom now by selecting for difficult/challenging assignments
- Has the ability to bring teams together then get the job done

AAC Form 1 (Block R) AAC Form 1 (Block S)

Figure 6.

Conclusion

While both performance evaluations and SRPEs have Senior Rater Profiles, generally speaking, the senior rater's profile may not match on these documents. This is entirely appropriate as (again) the SRPE is addressing potential, not performance. The profiles of senior raters completing SRPEs for civilians are not tracked; however, senior raters need to be aware of the profile when preparing SRPEs for multiple employees. The same profile should be reflected on all SRPEs completed for the same grade. A senior rater who has multiple profiles at the same grade may lose credibility with board members.

Finally, senior raters should discuss the rating with the employee and give the original SRPE (both forms) to the employee for inclusion in their application. Original signatures are required on the SRPE. While some people feel that handwritten comments add to the value of the SRPE, senior raters should avoid the temptation to handwrite SRPEs.

To review the entire AAC Form 1, visit <http://dacm.rdaisa.army.mil/policy/srpeevaluation.pdf>. For detailed instructions, visit <http://dacm.rdaisa.army.mil>, click on **Policy/Procedures**, then **Senior Rater Potential Evaluation (SRPE)**, then **SRPE Instructions**.

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